DOCUMENT RESUME

ED 253 705 CE 040 685

AUTHOR Southern, Stephen
TITLE Multimodal Career Development: "BASIC IDEAS" for Wholistic Career Education.
PUB DATE 26 Apr 84
NOTE 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 26, 1984). For related documents, see ED 208 175 and ED 231 950.
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Learning; Career Choice; *Career Counseling; *Career Development; Career Education; Case Studies; Cognitive Style; Counseling Techniques; Environmental Influences; *Holistic Approach; *Learning Modalities; *Lifelong Learning; *Models; Postsecondary Education; Self Actualization

ABSTRACT

This paper presents a comprehensive model for career development over the lifespan. The approach, based on the multimodal behavioral therapy of Arnold Lazarus, takes into account 10 modalities and factors that should be considered when addressing the career education needs of whole persons. These modalities and factors, represented by the acronym BASIC IDEAS, are described as behavior, affect, sensation, imagery, cognition, interpersonal relations, developmental levels, economic and societal factors, alpha factors (physiological influences), and states of consciousness. The approach provides a framework for organizing recurrent education activities for individuals and groups. A case presentation is offered in order to suggest applications of the model. (Author/KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253705

Multimodal Career Development:

"BASIC IDEAS" for Wholistic Career Education

Stephen Southern

Temple University

Paper presented at the 1984

Annual Meeting of the

American Educational Research Association,

New Orleans, Louisiana, April 26, 1984

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Southern

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG016685

Multimodal Career Development: "BASIC IDEAS" for Wholistic Career Education

Abstract

This paper presents a comprehensive model for career development over the lifespan. The approach takes into account ten modalities or factors that should be considered when addressing the career education needs of whole persons. The multimodal approach, represented by the acronym "BASIC IDEAS", provides a framework for organizing recurrent education activities for individuals and groups. A case presentation is offered in order to suggest applications of the model.

Introduction

Career education emerged during the 1970's as a major component in the reform movement, addressing needs for greater relevancy and accountability in education (Bailey, 1976; Bailey & Stadt, 1973). Career development programs have increasingly stressed the value of systematic and comprehensive learning experiences, which link the interests and abilities of individual learners with the demands and trends of the world of work (Herr & Cramer, 1979; Hoyt, Evans, & Mangum, 1972). In this manner, education becomes a lifelong individuation process in which the learner also becomes aware of opportunities to serve society and interact meaningfully with significant others.

As the pool of potential learners in America has grown older (Benjamin & Walz, 1981; Cross, 1981), two trends have emerged in career education. First, the focus of career education programming has shifted from the preparation of young people for employment or higher education to the exploration of adult needs associated with rapidly changing occupational, family, and social roles. The field has expanded to address the individual and interpersonal concerns of adults, which arise outside the narrow contexts of intellectual and vocational development. Today, career education is best characterized as "recurrent education," the provision of instructional and support services for lifelong learners who alternate periods of work, family life, leisure, and continuing education (Peters, 1983). Since individuals experience widely varying patterns of personal needs and role demands, career education is not a linear process of prescribing learning activities in accordance with authoritatively allocated values. The structure of careers and the ordering of values are changing dramatically in

America (Naisbitt, 1982). Therefore, adult learners constitute a population in need of recurrent education, tailored to the present needs of unique individuals and oriented toward increasing options and choices for the future.

Early theorists (e.g., Holland, 1966; Hoppock, 1967; Roe, 1957; Super, 1957) recognized that career development and maturation occur as functions of the whole person interacting with impinging environments, including social structures, labor market characteristics, educational requirements, family relationships, and socioeconomic levels. Many of the theories assumed that one set of variables cause another set to occur or that all careers unfold in a predictable, chronological fashion. Contemporary theories (see Crites, 1981; Osipow, 1983) admit that career paths are reversible and changeable, recognizing that a myriad of reciprocal interactions occur between person and environment. Such constructs as "vocational maturity" now mean much more than the rational matching of individual resources with the work demands and task requirements of chronological age. Although it is still important to choose a career path that "makes sense," career development is conceived as a dynamic, flexible process in which an individual forges meaning by creatively choosing from among many perceived alternatives the roles and activities that seem to "fit" the current course of lifespan development.

"Goodness of fit" among personal and environmental variables establishes a foundation for individual perception of career satisfaction. Lifespan career development is a function of "both-and" choices, rather than restrictive perceptions of "cause-effect" and "either-or" options. The individual who is enjoying wholistic career development experiences a coher-

ence of personal needs and environmental resources, environmental needs and personal resources. If there is a common thread in the careers of individuals, it is the tendency to actualize one's basic "biopsychosocial" nature by increasing the complexity of one's "self-system" through life experiences (see Kegan, 1982; Maslow, 1971; Schwartz, 1982). In a complex self-system, the learner perceives many resources and challenges for growth in the self and the environment. The perceptions of resources, when well-integrated, form a strong sense of identity, enabling the individual to act upon familiar enviroments and respond to novel life situations. By observing how well choices fit an emerging, increasingly coherent life path, the person experiences higher levels of "vocational identity," the sense of having knowledge about self and world that underlies successful career decision-making (Holland, Gottfredson, & Power, 1980) and "self-efficacy," the expectation of beneficial future outcomes attributable to one's sense of personal power or agency (Bandura, 1977, 1982).

High levels of vocational identity and self-efficacy enable the individual to risk exposure to new situations that challenge existing perceptions and learnings. This provides the catalyst for growth-producing interactions, yielding new choices and resources. The individual changes as elements from the self-system cohere with new elements from impinging environmental systems. Therefore, lifespan career development is facilitated by the individual experiencing both a relatively strong sense of identity and an openness to novel life situations. This model for development is related to findings in cognitive-structural theory (Arnkoff, 1980; Neisser, 1976) and general system theory (Dell, 1982; von Bertalanffy, 1968).

Identity and self-efficacy are fostered by perceptions of progress toward goals. Progress is perceived when the individual receives feedback from the environment that an action has resulted in either removal of a barrier to goal attainment or incremental advance toward some desired future state or situation. Flexibility in the selection of goals and the implementation of actions increases the likelihood that the individual will experience progress instead of arrestation or regression. In lifespan career development, flexibility is manifested in a good balance between goals for work, family life, leisure, and education. Yet, frequently career educators encounter individuals who have chosen a very narrow career path, characterized by most actions being invested in one (or a few) domains of life. The narrow "closed" path is also typified by striving toward a single, monolithic life goal (Raynor & Entin, 1982). The learner who has chosen the closed path often experiences inevitable barriers and plateaus in development as being "stuck." Such a learner also finds a lack of meaning in the culmination of the closed path. Not only does the person experience an abrupt cessation of progress, but also a preoccupation with past actions and successes. Preoccupation with the past and investment of energy in the maintenance of behaviors consistent with idealized standards are the major features of psychological aging (Raynor & Entin, 1982).

Flexibility in goal selection and balance in life activity enable the individual to be empowered by perceptions of progress, success, and personal meaning across many life domains. The developing individual has major goals that are held somewhat tentatively. The person has contingency plans for attaining optional goals and usually shifts attention toward one or more

new goals as progress toward a major objective is realized. One of the major purposes of career education for adults is identification of lifestyles and lifespan goals, as well as means and resources (from the person and the environment) for attaining many of them. Career education facilitates the pursuit of the "open path," which, although sometimes uncertain and anxiety-producing, leads to an adaptive array of alternative futures for a changing world. Wholistic career education is process-oriented, rather than preoccupied with age-specific contents of instruction. It is individual-oriented, imposing no assumptions about proper developmental sequences or normative growth across individuals. Finally, it is concerned with opening the perception and experience of the individual to new situations and opportunities for growth. In this manner, wholistic career education affords the individual the impetus for actualizing a unique basic nature, while simultaneously fostering coherence between the self-system and as many environmental systems as possible. Individual needs are fitted to resources in the environment, environmental needs are fitted to personal resources, and new needs and resources emerge from ongoing education and growth. Ideally, both the individual and the collection of other persons constituting society are beneficially affected by the co-evolutionary process of wholistic career education.

Given the ideals of wholistic career education and its breadth of perspective, the traditional career development theories are insufficient. While many of the theories are necessary to account for personal and environmental processes, no single theory could be sufficient for describing or explaining the complexities of lifespan career development. However, there exists a "meta-theoretical" approach in the work of Arnold Lazarus (1973,

1976, 1981), which seems to provide a viable framework for approaching career development and education.

Lazarus found that good results of behavior therapy and other counseling methods were short-lived for most individuals. Although beneficial change might be realized for one or more targeted goals, the overall functioning of the individual is seldom changed in any meaningful way. Therefore, Lazarus (1976, 1981) developed a system of "multimodal therapy" in which the many facets of human functioning could be systematically addressed with the goals of removing as many problems or barriers to growth as possible and developing resources across all the modalities of environmental influence and personal expression. The major appeal of multimodal therapy for career education consists in its ability to assess needs and resources across personal and environmental systems.

Multimodal therapy provides direction for assessment and treatment according to the human functions or modalities designated by the acronym "BASIC I.D." (Lazarus, 1981). The seven modalities within the "BASIC I.D." include Behavior, Affect, Sensation, Imagery, Cognition, Interpersonal Relations, and Drugs. The Drugs modality has been modified over the years to include a variety of factors that profoundly affect functioning at the biological level, including diet and exercise (Gerler, 1979; Lazarus, 1976, 1981). The major tenet of multimodal therapy is an injunction to not "muddle" or intensively concentrate upon only one facet of human functioning to the exclusion of other modalities. Instead, the therapist should address concerns in as many modalities as possible, thus increasing the likelihood of maintenance and generalization of treatment gains. Recently, Lazarus (1981) laid another cornerstone to his foundation for an emerging

multimodal therapy by recognizing that individuals have preferences or habitual patterns for expression through the modalities. Therefore, he developed a rudimentary multimodal personality theory by describing some patterns or "firing orders" of modalities across individuals. Both the avoidance of "muddling" and the identification of "firing orders" contribute to effectiveness in assessment and treatment. In view of the comprehensive and systematic qualities of Lazarus' approach, it is not surprising that several modifications of the "BASIC I.D." have appeared in education.

Keat (1978) asserted that there has been a "multimodal evolution" in counseling and guidance. His adaptation of the "BASIC I.D." was directed at elementary school guidance and education; however Keat's (1978) modifications represent a concern for effective technical eclecticism that is pervasive at all levels of counseling. He demonstrated clearly the value of the multimodal approach as a heuristic device in problem solving at the elementary school level.

Another adaptation of the "BASIC I.D." (Gerler, 1977) directly addressed concerns in career education. Gerler's (1977) approach integrated aspects of career counseling, behavior therapy, psychological education, and training. The underlying concern of his approach was the design of career education programs.

> These programs should deal with: (a) career-related behaviors such as interviewing for jobs and information seeking, (b) the role of affect in decision making, (c) the painful and pleasurable sensations associated with work, (d) the role of mental imargery in vocational development, including the part imagery plays in one's ability to

> relax during vocational crises, (e) the importance of cognition in vocational development, including the attidues, values, and beliefs that affect career decision making, (f) the effect of interpersonal relations on an individual's ability to find and maintain employment, and (g) the effect of alcohol and other drugs on career development (Gerler, 1977, p. 239).

According to this approach, various training and learning experiences, drawn primarily from existing resources, would be included in career education programs. Although each of the seven modalities would be addressed, the focus upon the occupational side of career education is too restrictive for lifespan career development.

Smith and Southern (1979) adapted the "BASIC I.D." to fit the needs of the career counselor. Their "multimodal career counseling" represented an application of Lazarus' (1976) assessment scheme in a traditional vocation guidance framework. Multimodal career counseling included the following stages: (1) establishing the relationship; (2) screening the modalities (multimodal assessment); (3) intervening in specific, targeted modalities; (4) assigning homework and "tryout" experiences (self-management training); and (5) following-up effects of counseling. The follow-up is a major stage because post-intervention multimodal assessment can indicate needs for recycling through earlier stages. In addition, follow-up represents explicit attention to the maintenance and generalization of beneficial counseling outcomes, the initial rationale behind the multimodal therapy of Lazarus.

In this section, wholistic career education was discussed as a natural response to trends in demographics, changes in social and occupational roles, and shifting values in America. Career educators are concerned

with increasing options and choices of adult learners in order to promote self-actualization and exposure of individuals to different societal and environmental needs. The aging of consumers of career education services has created the need for a lifespan perspective in the field. The notion of "recurrent education," alternating periods of work, family life, leisure, and education, provides an excellent frame of reference for assessing the career development needs of adults. Wholistic career education holds promise because it attempts to facilitate lifespan development by fostering a goodness of fit between individual needs and environmental resources, and environmental needs and individual resources. The wholistic approach assumes that the individual is more than the sum of linear developmental experiences. Instead, the "coherence" of personal and environmental systems establish reciprocal patterns of interaction between the individual and the world.

The individual's sense of identity is forged from the coherence, or extent of inter-relatedness, among perceived resources. A strong sense of vocational identity, along with perceived self-efficacy, enables the individual to maintain a flexible, open career path and to realize progress toward tentative goals across intellectual, occupational, personal, social, and avocational life pursuits. The major purposes of wholistic career education are identifying lifestyle and lifespan goals, developing means and resources for progress toward goals, removing barriers to goal attainment (including pursuit of the "closed path"), and encouraging openness to growth producing new experiences. Wholistic career education cannot be served adequately by any existing theory. However, the meta-theoretical approach of Arnold Lazarus (1976, 1981) seems to hold

promise. The multimodal framework has advantages over undimensional, linear, causal theories because it is both comprehensive and systematic without assuming that all adult learners of a given chronological age are alike. The multimodal approach evidences a deep respect for the uniqueness of the individual and the complexities of transactions between the person and the environment.

Multimodal Career Development: BASIC IDEAS

Multimodal career development refers specifically to identifying personal strengths and recurrent education needs across ten modalities or factors, which affect the current lifestyle and the future lifespan of the individual. The modalities include major personal and environmental influences upon the life career path. The acronym "BASIC IDEAS" represents an extension of Lazarus' (1981) approach, resulting from formative research on multimodal career education for the school setting (Southern & Smith, 1982) and outcomes of a trial implementation of a multimodal career education curriculum with nursing students (Southern & Smith, 1983). The modalities are listed and briefly described in Table 1.

Insert Table 1 about here

Although it would be beyond the scope of this overview to present a comprehensive taxonomy for human functioning according to the schema depicted in Table 1, it is possible to discuss some typical functions and activities, which are particularly relevant in lifespan career development. For each modality or factor, selected variables, usually addressed in multimodal assessment, and releated wholistic career education activities will

be considered. Examples from various career paths and components of recurrent education provide elaboration.

The Behavior modality includes all overt actions and responses. The behaviors of interest range from random and accidental movements to conditioned and "automatic" responses to environmental stimuli, from instrumental actions designed to accomplish some goal to nurturant, receptive responses to interpersonal situations. Components of the modality are fundamental, simple, and single units of behavior, such as a facial gesture or a psychomotor response. However, the behaviors that contribute substantially to career development are usually complex, well-learned chains of single units, which are often described as skills, habits, and patterns. When there is an absence of a skill, needed or desired by an individual for some task performance or interaction, the person is said to experience "deficit." When an individual exhibits a behavior too frequently (or for too long a duration of time), the person is described as having a behavioral "surfeit." Both deficits and surfeits are conceptualized as learning needs in wholistic career education. Behaviors can also be discussed in terms of response latency, schedule of reinforcement, generalization, discrimination, intensity, "temperament," and even "style." The array of skills, habits, patterns, deficits, surfeits, and conditioned responses constitute the individual's unique behavioral repertoire.

In the occupational domain, gross motor skills (e.g., lifting), bodily range of motion, fine motor skills (e.g., writing), muscular coordination, and manual speed and dexterity represent some of the major components of the behavioral repertoire. At a somewhat more molar level, occupational behaviors include working with the hands, machines, or tools. Playing

sports, driving, drawing, producing an art object, performing, and playing a musical instrument are complex behaviors that constitute a leisure behavioral repertoire. In the interpersonal domain, basic communication skills (e.g., speaking audibly) and social skills (e.g., including assertive speech and initiation of relationships) are important. Parenting skills are requisite behaviors for successful family life. The Behavior modality includes a variety of verbal and nonverbal actions that can be observed or assessed. Over the lifespan, certain behaviors move from background to immediate importance. For example, competence in study skills may be very important in secondary school, contributing to later intellectual and academic development in college. During the courtship years, dating and social skills must be mastered or most young adults perceive a learning need in this area. Wholistic career education can address needs arising in this modality by means of a number of instructional approaches including individual guidance or counseling, tutoring, hands-on training, modeling (via videotaping or role playing), supervised practice, and structured group training.

The Affect modality includes a rich array of daily emotions and subjective states that constitute an affective repertoire. Emotions range from anger and fear to joy and wonder. Maintaining self-control of anger and fear is necessary in many interpersonal, family, and institutional situations. Recognizing the essential inter-relatedness of joy and sorrow, anger and withdrawal, curiosity and certainty, dread and comfort, and frustration and acceptance, is useful in navigating the life career path. The waxing and waning of emotions are normal components of life. Excessive attachment to "positive" emotions (e.g. happiness) and unrealistic

avoidance of "negative" feelings (e.g. fear) contribute to a loss of balance or harmony in functioning. Many forms of counseling and religion attempt to change perspectives on emotional experience so that the learner does not "muddle" in this single modality. Developing awareness of the meaning of affect in specific settings or situations can facilitate growth because feelings are frequently the motivators for decision-making. According to both an old philosophical system (hedonism) and the principles of learning, people seek to maximize pleasure and minimize pain. Over the lifespan, the individual must learn to forego some immediate pleasures for longer-range interests and to become involved in some important learning experiences that involve discomfort. Therefore, some training in rational decision-making could be an important component in career education. On the other hand, individuals who have not learned to appreciate the full range of their emotions might benefit from affective education, sensitivity training, or counseling.

The Sensation modality is one that is often ignored in attempts to understand human beings because the senses are usually treated as "givens." We are not aware of the importance of the physical sense in daily life until their functions are lost or diminished. A disabled individual (e.g., a deaf person) may have a deep understanding of the value of lost sensations, as well as, the potential to develop other means of information-processing and self-expression. Any individual can come to appreciate the significance of sensation in career development with a little introspection or deliberate psychological education. The senses of hearing, smelling, tasting, touching, and seeing contribute to the satisfaction encountered in most life career paths. In the occupational domain, an

individual who enjoys working in pediatrics may attribute satisfaction to the opportunity to touch or hold children. An interior designer may love the feel of fine textures. A student may leave a nursing program because the shock of clinical training in the hospital included an aversion to numerous strong odors. In the family domain, the success of the parenting effort depends upon the extent to which a child is nurtured and touched during key developmental periods. In the leisure domain, well-developed senses create aesthetic preferences that are pursued in such hobbies as listening to music, dancing, cooking and eating fine food, playing a musical instrument, and appreciating fine art. This modality should be considered in reviewing lifespan career development and addressed in planning wholistic career education programs.

The Imagery modality is closely related to sensation. Images consist not only of visual constructions and recollections, but also of auditory (sound), gustatory (taste), tactual (touch), olfactory (smell), kinesthetic (motion), and somatic (physical) sensations. The mental images can be expressed in dreams, fantasies, daydreams, and reflections. Imagery is not "coded" in the linear, sequential manner that characterizes the left-brain processing of verbal information. Instead, right-hemispheric parallel processes give rise to imagery, which varies in vividness, intensity, and meaning (symbolism) among individuals and across states of consciousness. Much of the thought of children is influenced by fantasy and spontaneous imagery. However, adults have traditionally avoided the "play" of childhood for the tough-minded, rational thinking of maturity. Since the Imagery modality is a rich source of information about one's strengths and needs, it should be accessed in any career exploration process. To rely

exclusively upon the rational, convergent thinking of one-half of the brain is not to mature, but to close prematurely the career path.

The Cognition modality, on the other hand, encompasses a repertoire of rational and analytical skills. Cognition most frequently takes the form of self-talk including labels for differentiated parts of experience in the world, attributes for differentiated parts of self, instructions for acting upon the world or responding to others, generalizations for perceived competencies across all modalities over time, and choices for moving toward some goal on a career path. Wholistic career education endeavors to increase range of choices, insure accuracy of generalizations, improve effectiveness of instructions and problem solving, identitfy attributes related to strengths and learning needs, and promote flexibility in labeling situations. Such endeavors could be considered attempts to increase intelligence, build academic and interpersonal decision-making skills, facilitate reasoning, foster creativity, and identify means and ends. Both the content and structure of cognition are important in the wholistic approach to career education.

The modalities that are represented by the "BASIC" acronym cover the major categories of individual functioning. The multimodal approach permits behavioral and traditional assessment of the unique strengths and learning needs of a person functioning in a given life domain at a given point in time. Although the approach enables a more comprehensive assessment of career development than is possible through application of traditional views, the modalities do not adequately account for the influence of contexts and configurations, which arise and subside over the lifespan. Therefore, multimodal career development must also consider five factors,

which act as settings, contexts, and referents for functioning in the modalities. The factors (described in Table 1) are Interpersonal Relations, Developmental Levels, Economic and Societal Factors, Alpha Factors, and States of Consciousness.

The Interpersonal Relations factor refers to interactions between the individual learner and at least one other person. Some interpersonal relations constitute the major focus of a career path--for example, family life, child rearing, and professional management. Other relations profoundly affect career paths in different domains. Consider the broad impacts of divorce upon life career development. Friendships, loving relationships, peer and associate influences, and role-specific relationships in daily life provide major contexts for individual decision-making.

The Developmental Levels factor includes the myriad of age-specific expectations that we have for self and others. Numerous theories describe the developmental tasks of childhood and adolescence. Recently, developmental tasks for adulthood, families, and larger social groups have been identified. These tasks represent the particular preferences and expectations that define "normality" or "exceptionality" in a given society. The wholistic approach to career education de-emphasizes the importance of developmental stages and sequences because each individual is assumed to be growing and unfolding in accordance with a unique basic nature. However, there are some important tasks that must be mastered along the vast majority of individual career paths. Therefore, career education should attempt to identify resources and needs associated with life transitions and to bring strengths to bear upon age-specific learning needs.

The Economic and Societal Factors category is very significant in

developing, maintaining, and concluding career paths. The values attached to specific behavior, affect, sensation, imagery, and cognition are influenced by the individual's ethnic background, culture, and socioeconomic status in the parental home and the present situation. In addition, many of the career goals selected by an individual involve money, power, and influence. Children from poor families strive for upward mobility and professional status. Young adults from affluent families struggle with the desire to exercise freedom of choice in the midst of expectations that they should "marry well." Many individuals discuss their occupations in terms of income and relative power, influence, or discretion. Most Americans idealize the hard-working, "self-made," entrepreneur, who enjoys occupational antonomy and financial independence. As long as materialism and wealth are preoccupations of the majority of citizens in a given country, its individuals will continue to measure personal and collective worth in terms of possessions.

Alpha Factors are significant physiological influences that determine the value of modalities in particular situations. These influences are sometimes called "physiological setting factors" because they set limits upon what can be learned or demonstrated. Alcohol abuse is an alpha factor, in that intoxication profoundly influences behavior and the other modalities, while it also affects such factors as interpersonal relations. Alcoholism and other forms of substance abuse must be addressed first in wholistic career education because learning will be limited by the individual's physiological state. Nutrition, prescription drug use, sleeping pattern, physical conditioning, and general health are major alpha factors. The wholistic approach emphasizes the harmony of mind and body. Establishing

beneficial coherence between self and enviornmental systems requires a good level of health and conditioning.

The States of Consciousness factor is somewhat related to the alpha factors, since drug use often induces change in perception or experience. Similarly, meditation and relaxation training facilitate shifts in consciousness from "objective," goal-directed functioning to more receptive, "observing" modes of perception by evoking atypical physiological mechanisms. Altered states of consciousness are essential in creative problem-solving and making the best choices of life career paths. The altered state of relaxation provides an opportunity to truly "take stock," develop greater awareness of self and world, and discover one's mission in life. Often, existential awareness of mission and empowerment are associated with religious or spiritual activities. The recognition of states of consciousness affords understanding of individuals whose perceptions do not seem to fit with much of daily experience. Some of these persons are "meta-motivated" by deep senses of commitment to career, being "called" or drawn to opportunities, which permit unfolding of the basic nature. States of consciousness also influence learning in the sense that what is learned in a given state may be retrievable only in that state. Although this category is seldom addressed in career education, its inclusion in the multimodal approach is essential to comprehensive understanding and developing of human nature.

The five modalities (BASIC) and five factors (IDEAS) interact to form experiences that are more than the sum of the individual units selected from the relevant repertoires for the given environment and time. Interactions among the modalities/factors can be described as systems or se-

quences ("firing orders"). Each modality or factor discerned within a given situation has the potential for contributing to a coherent system that will accomplish present life goals as well as contribute to emergence of a meaningful career path. The modalities are usually elements within a system and the factors determine the boundaries, functions, patterns of inter-relationships, and contexts. Sequences, or firing orders, reflect apparent linear combinations of modalities within a specific configuration of factors over a specified period of time.

The following example illustrates the concepts of career development systems and sequences. A young black man grows up in a poor family, which values education and religion. He works hard in high school, making good grades and resulting in admission to several fine colleges. He chooses to attend the local college near his home in order to be near friends and family and because of limited resources for college life. The young man graduates from college, having earned good grades and several scholastic honors, but he is unable to find a good job in business, his major, because most companies require the M.B.A. for management positions. In addition, he suspects that he is a victim of discrimination in several of positions. He is embittered by the "great training robbery" represented by higher education and angered by his predicament. He abandons his job search and joins the Navy. He completes officer training and his term of service. During his tenure in the Navy, he meets and marries a young woman from his religious denomination. Upon leaving military service, he decides to enter a prestigious M.B.A. program. The couple decides to wait a few years before beginning the family that they both want.

In this example, most of the factors are suggested, but his career

development system (at least for this period of life) is dominated by the following pattern: Economic and Societal Factors, States of Consciousness, and Developmental Levels. The theme of the system can be described as a search for upward mobility through education and religious conviction. The young man passed through several age-related role transitions but he "stays the course" of development. The sequence of his behavior being restricted by economic and societal factors (including poverty and discrimination), followed by anger (Affect) and mitigated by good decision-making (Cognition), operates within the system. Although abandoning his job search and joining the Navy could be considered a "failure," in that this sequence resulted in a deviation from a linear career path, the young man's choices actually "opened" his career by shifting his perspective to family life and then continuing education. This life scenario is a good example of multimodal career development and wholistic recurrent education.

The multimodal career approach includes assessment of five modalities, reflecting the major categories of individual functioning, within the contexts provided by five factors. Interactions among the factors and modalities set the stage for future career pathing by developing current resources and identifying important or recurrent needs. Multimodal assessment guides wholistic career education through identifying lifestyle and lifespan goals, opportunities for resource utilization and development, barriers to goal attainment, and individual learning needs. Individuals can experience growth in the career development system by engaging in carefully selected, wholistic career education activities. A case presentation suggests applications of the model.

The Case of John: Application of BASIC IDEAS

The following case study is presented in three parts: a detailed description of John Smith's (name changed) background and presenting problem, an analysis of John's strengths and learning needs, and a discussion of career development activities and their outcomes. Although Mr. Smith sought career counseling for his concerns, his case was treated wholistically. Therefore, educators from many specializations could have been significant resource persons to John as he examined his career path.

John Smith was a 39 year-old, white, male individual, who was (at the time of first contact) employed as an inside salesperson for an electrical equipment company in the Northeast. Due to recent technological advances in this industry, the company no longer enjoyed much demand for its product line. The company had laid off a number of employees and recalled John from outside sales, which he really enjoyed, to the desk job he previously held (and disliked) in a competing business. John completed the Career Exploration Questionnaire (CEQ), a multimodal assessment tool, revealing a great dissatisfaction with his present career path, a desire to pursue an out-of-doors career, and an interest in making a near-future career change. During an initial interview, he also reported that his wife of 12 years wished to leave her teaching career and start a family. Therefore, John felt "stuck" in his present job, even though he expressed commitment to several life positions: "It is more important to enjoy life, than to maintain one's standard of living"; "In this time of uncertainty, it is better to not have children"; and "[illegible]mpany will probably fold within the next three years".

By means of the questionnaire, particularly the self-appraisal para-

graphs, John revealed negative expectations regarding his ability to pursue an ideal career, which, for him, would be working with his hands in designing and finishing fine hardwood furniture. He expressed an interest in moving to a rural community and starting a small furniture business. In fact, John revealed in discussion that he often daydreamed about this scenario and that on previous sales trips he had identified an ideal community in which to live and work. John stated that his wife, who was from a rural farming family, would probably support the move, but he doubted her willingness to wait much longer to start a family. He described himself and his wife as prudent, "reasonable" persons, who had saved money for years rather than risking investments or spending on "whims." John said that, all things considered, he expected to remain in his job until the company ceased to operate, at which time he would probably find a similar job in a related field.

During an early counseling session, John described at length his commitment to healthful lifestyling. His father had died of heart disease when John was a teenager. Therefore, he was very health-conscious, having never smoked, watching his diet, eating lots of fresh foods and vegetables, and exercising regularly. John was very proud of his superb conditioning and youthful appearance. He jogged three times per week and spent at least one evening per week at the spa, working out with light weights or playing racquetball. John revealed that he often experienced his most "creative" moments during exercise or shortly afterward. He mentioned that his decision to seek career counseling came "like a flash" after a particularly hard, but satisfying racquetball match. He also revealed that he was "not the kind of person to seek counseling," but that he trusted his intuition,

especially since he felt so certain that he was making the right move by exploring his options. Following some initial probes about his religious beliefs, John mentioned that he thought God had a plan for his life, which he could discern if he expended some effort in exploration. Finally, he noted that he viewed his own life as an extension of that of his poor, chronically ill father, who had neither the health or the money to enjoy life.

John completed several psychological and career assessment instruments during the counseling process. On one test of cognitive styles, he scored low on "ability to find meaning in numbers you hear." This could explain his dislike of inside telephone sales, especially since he scored highly on two qualities important to success as a salesperson, "ability to influence others" and "ability to deal with time constraints." On the same test, John produced high scores on motor skills, muscular coordination, sense of smell, ability to enjoy beauty, and sense of touch. The results of testing also revealed that he was very much influenced by family in decision-making. He evidenced a learning need in the form of low independence in decision-making.

Scores on a test of vocational interest and personality confirmed that John was both enterprising and down-to-earth. The results also suggested that he was artistic in temperament and interest. John had never before considered himself to be artistic. His pattern of interests was somewhat similar to those of persons in the following occupations: contractor, farm manager, radio/TV announcer, salesperson, and stockbroker. A high score on a self-control scale confirmed John's "feeling stuck" because it indicated inhibition, constriction, and passivity in decision-making. Other scale

scores identified some learning needs related to surfeits in self-deprecating talk and deficits in self-efficacy expectations.

The multimodal assessment of John's background and present situation was completed in five counseling sessions. The following multimodal profile depicts strengths and learning needs that were identified.

Insert Table 2 about here

Several factors contributed to systems that dramatically affected John's career development and life satisfaction. The major system of influence was Economic and Societal Factors. On the one hand, he feared losing his job in the near future. On the other, his wife wished to quit her job and start a long-awaited family. John's present dissatisfaction could be attributed to his being forced to return to an inside sales position due to economic necessity. Just as the company's poor economic health presented a barrier to his continuing career development, the economic demands suggested by his wife quitting work and becoming pregnant threatened John's sense of order and virtually immobilized him in terms of decision-making. His perceptions of social and economic press restricted his awareness of options made possible by his affluence, created by previous frugality. His preoccupation with economic "ills" also prohibited his taking seriously the dreams of working as a furniture maker/finisher in a rural community, although he imagined that his wife would support a move from the city.

Alpha factors also played important roles in John's system of career development to date. Just as he was concerned with economic health, John

was preoccupied with physical health and avoiding illness, perhaps due to the death of his father. Economic and health preoccupations contributed to a typical response sequence for him. John always carefully considered risks and other person's opinions before he would act. In addition, he focused excessively on perceived obstacles in the environment and "weaknesses" in himself in decision-making, leading him to refrain from choice or to wait for someone else to make tough decisions for him. In the contexts of physical and economic health, his strong self-control and rumination resulted in the development of considerable assets. However, his preoccupations generalized to most areas of lifespan career decision-making in the form of a profound Cognition-Behavior sequence. John's successful experiences with rational thought and action blocked off other strengths related to the "creativity of the spirit."

His involvement in exercise fostered the development of excellent physical conditioning and ready shifts in States of Consciousness. Among his most profound experiences were the momentary flashes of creative insight (and the resulting feelings of wonder and certainty) accompanying vigorous physical exercise. John seemed to have great intuitive ability, which was vitually untapped in his rational, controlled lifestyle. Similarly, he seemed to have considerable artistic sensitivity that he allowed himself to realize only when driving through the countryside or during occasional daydreams. Given John's skills in working with his hands and his fine sense of touch, his fantasy career path did not seem unrealistic or simply a means for escaping from present dissatisfaction. John's commitment to the counseling process, his faith in God, and his expectation that the career exploration process would lead somewhere, suggested that

he was about to embark upon a new, less restrictive, and more empowering career path.

The analysis of John Smith's multimodal profile revealed many strengths, including some talents that were barely utilized in John's unbalanced life. His rational tendencies had lead to much success in life, but also blocked off intuitive and creative talents. Unfortunately, these talents were emerging within the context of economic challenges, which would actually favor the restrictive, controlling mechanisms for decision-making that had been overdeveloped in the past. Instead of framing John's concerns within a disease-oriented psychotherapy model, which certainly could have suggested a diagnosis like "obsessive-compulsive disorder," John's situation seemed to demand "taking stock" of strengths and resources. The wholistic career education approach applied to John's unique multimodal profile indicated that the following activities would be helpful.

We began to discuss in counseling the various decisions that John had made intuitively. He noted that the following decisions were made after a period of struggling with the issue of "what is right" and following a sudden inspiration: leaving his last job, buying their new car, and replacing their old television. We focused on the goodness of these decisions given his situations in those times. John recognized that he was using some creative problem-solving techniques. One session ended with an agreement to trust these insights by recording them in a personal journal, which he kept on a daily basis for the remainder of the career education process.

Later, John revealed that he had been ruminating about whether or not he was too old to make a job change or start a family. He completed a

health hazard appraisal workshop held at a community hospital and learned that his health age was actually 31. John seemed quite empowered by receiving confirmation of his youthful health and conditioning. We discussed his preoccupation with illness and his father's death. Through a rational counseling process, John agreed that it would make sense to focus on evidence of his wellness. During a subsequent session, John observed that he had been "dying" like his father, not in the physical sense, but in the sense that he was not enjoying life each day.

One of the outcomes of journal writing and John's increasingly independent decision-making was to buy a pair of bicycles. He reported that he remembered a dream in which he and his wife were riding around the countryside, sharing the beauty and warmth of a spring day. John decided to surprise his wife with the bicycles. She was extremely pleased. They began to take short tours of nearby rural towns. John not only found that their communication and relationship improved, but also that he was pleased with this type of autonomous decision-making. In addition, their tours in the country functioned as a "try-out" of rural life. The couple became seriously committed to the idea of relocating.

John decided to become involved in two more recurrent education activities. The first was starting a part-time, antique furniture repair business in his garage. He bought old pieces of furniture, repaired them in traditional ways, and restored the finish to the fine old woods. Then, he sold the pieces to other antique shops or through the newspaper. He began to attend auctions, usually with his wife, buying and selling with a good measure of financial and personal success. John found that he could become involved in this business with very little investment and risk. The second

recurrent education activity was enrollment in a series of continuing education courses offered by a small business institute of a major university in the area. Over the period of several weeks, John learned a tremendous amount of information about starting a small business, accounting, record keeping, and marketing. The coursework was so enjoyable that John, who had been a business major as an undergraduate, talked about possibly beginning part-time studies toward an M.B.A.

After 15 weeks of wholistic career education and self-directed exploration, John expressed readiness to pursue his open career path alone. He reported some gains from his investments in counseling including: trusting his intuitive skills and acting more spontaneously, understanding his concerns for physical conditioning and wellness, clarifying his interests in rural life and owning a small business, improving communication with his wife, and recognizing the soundness of his decision-making. John left without specifically resolving the matter of his risk for being laid-off, but we agreed that this was something about which he could do nothing except take another job. Also, we did not resolve the question about what would happen if his wife quit her job and wanted a child. Given their improved communication and John's emerging strength, it seemed as though this important matter should be left to the natural, mutual decision-making process of the couple. Wholistic career education enables problem-solving by building resources, rather than intruding upon relationships or disrespecting the individual's right to self-determination.

At a six-months follow-up, John returned to brief me about progress. He reported that he had decided to keep his job, since he did not experience it as constricting or frustrating. However, John also revealed that his part-time business had grown so much that he was in the process

of looking for a suitable location for expansion. He found that his wife enjoyed the business as much as he did. They planned to keep limited hours at the new furniture store, including some hours during the day when his wife would manage the operation. John mentioned that they were trying to conceive a child because he realized that "...we have ample money and there's no better time than the present." The couple decided to plan a move to John's ideal rural community after the child is born. John closed the meeting by noting a major change in his perspective. He found that life presents so many interesting options that decision-making is a challenge not a threat. In addition, he said that he now expects to make good decisions and to realize progress toward his life career dreams.

Summary

The case of John provided a good look at the modalities and factors of the BASIC IDEALS, as well as applications of the wholistic career education perspectives. The perspective emphasized self-directed recurrent education activities in such domains as work, home and family life, leisure, and continuing education. Multimodal assessment revealed several patterns among personal and environmental variables including a closed lifespan career development system dominated by Economic and Societal Factors, a major influence in many modern careers. The assessment also identified a lack of balance in John's resources. He habitually repeated the sequence of thinking before acting (Cognition-Behavior) and neglected feelings and ideals (Affect and Imagery). Wholistic career education was able to assist John in recovering balance and mobilizing his creative decision-making resources. He was able to establish greater coherence of personal needs and environmental resources. By abandoning his "stuck" life position,

John experienced growth in the forms of progress on an open career path, which included several flexible goals, and enhanced ability to respond to the needs and wants of his wife. His success in balancing autonomous career development with increasing sensitivity to the needs of a significant other is representative of the highest purposes of wholistic career education. The multimodal approach is well-suited to serving the whole person because of its focus upon identifying personal strengths and environmental resources for the benefit of self and others.

References

Arnkoff, D.B. (1980). Psychotherapy from the perspective of cognitive theory. In M.J. Mahoney (Ed.), Psychotherapy process: Current issues and future directions. New York: Plenum Press.

Bailey, L.J. (1976). Career and vocational education in the 1980's: Toward a process approach. Carbondale, Ill.: Southern Illinois University.

Bailey, L.J., & Stadt, R.W. (1973). Career education: New approaches to human development. Bloomington, Ill.: McKnight Publishing Company.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84, 191-215.

Bandura, A. (1982). Self-efficacy mechanism in human agency. American Psychologist, 37, 122-147.

Benjamin, L., & Walz, G.R. (1981). Programs and practices in adult counseling. Ann Arbor, Michigan: ERIC Counseling and Personnel Services Clearninghouse.

Crites, J.O. (1981). Career counseling: Models, methods, and materials. New York: McGraw-Hill.

Cross, K.P. (1981). Adults as learners: Increasing participation and facilitating learning. San Francisco: Jossey-Bass.

Dell, P.F. (1982). Beyond homeostatis: Toward a concept of coherence. Family Process, 21, 21-40.

Gerler, E.R. (1977). The "BASIC ID" in career education. Vocational Guidance Quarterly, 26, 238-244.

Gerler, E.R. (1979). The evolving "D" in "BASIC ID". Personnel and Guidance Journal, 57, 540-542.

Herr, E.L., & Cramer, S.H. (1979). Career guidance through the life span. Boston: Little, Brown, & Company.

Holland, J.L. (1966). The psychology of vocational choice. Waltham, Mass.: Blaisdell Publishing Company.

Holland, J.L., Gottfredson, D.C., & Power, P.G. (1980). Some diagnostic scales for research in decision making and personality: Identity, information, and barriers. Journal of Personality and Social Psychology, 39, 1191-1200.

Hoppock, R. (1967). Occupational information. New York: McGraw-Hill.

Hoyt, K.B., Evans, R.N., & Mangum, G.L. (1972). Career education: What it is and how to do it. Salt Lake City, Utah: Olympus Publishing Company.

Keat, D.B. (1978). Multimodal evolution. Elementary School Guidance and Counseling, 13, 12-15.

Kegan, R. (1982). The evolving self: Problem and process in human development. Cambridge, Mass.: Harvard University Press.

Lazarus, A.A. (1973). Multimodal behavior therapy: Treating the BASIC ID. Journal of Nervous and Mental Disease, 56, 404-411.

Lazarus, A.A. (1976). Multimodal behavior therapy. New York: Springer Press.

Lazarus, A.A. (1981). The practice of multimodal therapy: Systematic, comprehensive, and effective psychotherapy. New York: McGraw-Hill.

Maslow, A. (1971). The farther reaches of human nature. New York: The Viking Press.

Naisbitt, J. (1982). Megatrends: Ten new directions transforming our lives. New York: New York Times Publishing Company.

Neisser, U. (1976). Cognition and reality: Principles and implications of cognitive psychology. San Francisco: W.H. Freeman and Company.

Osipow, S.H. (1983). Theories of career development. (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Peters, S.J. (1983). Recurrent education: Investing in a lifetime of working and learning. IFG Policy Perspectives, 4, 3.

Raynor, J.O., & Entin, E.E. (1982). Motivation, career striving, and aging. Washington, DC: Hemisphere Publishing Corporation.

Roe, A. (1957). Early determinants of vocational choice. Journal of Counseling Psychology, 4, 212-221.

Schwartz, G.E. (1982). Testing the biopsychosocial model: The ultimate challenge facing behavioral medicine. Journal of Consulting and Clinical Psychology, 50, 1040-1053.

Smith, R.L., & Southern, S. (1980). Multimodal career counseling: An application of the "BASIC ID." Vocational Guidance Quarterly, 29, 56-64.

Southern, S., & Smith, R.L. (1982). Multimodal career education: The BEST IDEA. (ERIC technical report #ED208175, Educational Resources Information Center). Columbus, Ohio: Clearninghouse on Adult, Career, and Vocational Education.

Southern, S., & Smith, R.L. (1983). Multimodal career education for nursing students. (ERIC technical report #ED231950, Educational Resources Information Center). Columbus, Ohio: Clearinghouse on Adult Career, and Vocational Education.

Super, D. (1957). The psychology of careers. New York: Harper and Row.

von Bertalanffy, L. (1968). General system theory: Foundations, development, applications. New York: George Braziller.

Table 1

The BASIC IDEAS in Multimodal Career Development

Acronym	Modality/Factor	Description
B	Behavior	Observable actions and responses
A	Affect	Subjective feelings or emotions
S	Sensation	Awareness of arousal or bodily senses
I	Imagery	Mental images, dreams, and fantasies
C	Cognition	Self-talk or internal speech
I	Interpersonal Relations	Interactions with one or more persons
D	Developmental Levels	Special strengths or needs linked to age or maturity
E	Economic and Societal Factors	Cultural and socioeconomic influences
A	Alpha Factors	Significant physiological influences
S	States of Consciousness	Perceptual, experiential, and spiritual influences

Table 2

Multimodal Profile of Strengths and Learning Needs

Modality/Factor	Needs	Strengths
Behavior	Motor skills, Muscular coordination, Skills in working with hands, Skills in driving,	
Affect	Love and wonder when outdoors	Constriction, Risk for depression
Sensation	Sense of smell, Sense of touch	
Imagery	Possession of ideal living scenario, Aesthetic sensitivity	
Cognition	Ability to deal with time constraints, Realism in decision making, Family influence in decision making, Expectation of value from counseling and self-exploration	Self-deprecating talk, Low self-efficacy expectations Difficulty in finding meaning in numbers heard, High dependence on others for decision making, Excessive self-control, Low risk taking
Interpersonal Relations	Commitment to wife and future family	Low assertiveness, Low autonomy
Developmental Levels	Good work history for chronological age, Youthful stamina and appearance	Strong age-related expectations for starting family
Economic/Societal Factors	Good income and savings, Clear interest in rural life, Wife from rural family	Wife planning to quit work and start family Declines and layoffs in present company

Modality/Factor	Needs	Strengths
Alpha Factors	Healthful life-styling (good eating habits, never smoked), Good physical condition, Regular exercise	Excessive concern with avoiding illness
States of Consciousness	"Creative flashes" during exercise, Intuitive, Belief in God	